



## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)

\_\_\_\_\_ 1 Elementary schools (includes K-8)  
 \_\_\_\_\_ Middle/Junior high schools  
 \_\_\_\_\_ High schools  
 \_\_\_\_\_ K-12 schools  
 \_\_\_\_\_ **1 TOTAL**

2. District Per Pupil Expenditure: 12831

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☒ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4. 10 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	9	8	17
K	15	24	39	7	11	9	20
1	25	15	40	8	14	10	24
2	19	21	40	9			0
3	16	21	37	10			0
4	13	27	40	11			0
5	14	19	33	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							290

6. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
2 % Asian
81 % Black or African American
16 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
1 % White
0 % Two or more races
<b>100 % Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 7 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	11
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	8
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1.	290
(5)	Total transferred students in row (3) divided by total students in row (4).	0.066
(6)	Amount in row (5) multiplied by 100.	6.552

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 72 %

Total number students who qualify: 209

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2 %

Total Number of Students Served: 7

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>        </u> Autism	<u>        </u> Orthopedic Impairment
<u>        </u> Deafness	<u>        </u> Other Health Impaired
<u>        </u> Deaf-Blindness	<u>        </u> Specific Learning Disability
<u>        </u> Emotional Disturbance	<u>7</u> Speech or Language Impairment
<u>        </u> Hearing Impairment	<u>        </u> Traumatic Brain Injury
<u>        </u> Mental Retardation	<u>        </u> Visual Impairment Including Blindness
<u>        </u> Multiple Disabilities	<u>        </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>        </u>
Classroom teachers	<u>17</u>	<u>        </u>
Special resource teachers/specialists	<u>3</u>	<u>        </u>
Paraprofessionals	<u>4</u>	<u>        </u>
Support staff	<u>9</u>	<u>        </u>
Total number	<u>35</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 17 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	95%	95%	96%
Daily teacher attendance	96%	98%	96%	99%	99%
Teacher turnover rate	9%	17%	10%	21%	19%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Teacher Turnover: The Gray Charter School has high standards for everyone in our school, including teachers, substitutes, aides, other support staff, parents, and students. These standards are expected to be met by all of the above people.

In the school years 2004 and 2005, we had a high turnover rate of 19 percent and 21 percent. There were 11 teachers who resigned and 9 were terminated by the school. During our school week, the teachers received 250 minutes a week for preparation and a one hour daily duty free lunch. Our school day is from 7:30 until 4:30 PM. The teachers who resigned wanted more preparation periods per week in order to do less teaching and did not want to stay until 4:30 PM because most teachers in other schools can leave at 3:00 PM. They also did not like coming to school in August instead of September.

The teachers that were fired were terminated for the following reasons:

1. Not teaching even one half of the expected lessons each day;
2. Not managing their class.
3. Not following class and school rules and procedures daily after being given written warnings and spoken to about them.
4. Not teaching at all - sitting down in the classroom not teaching.
5. Being insubordinate to the Principal over and over (even after being warned verbally and in writing).
6. Being late everyday - after repeated warnings.
7. Not writing lesson plans and refusing to write the objective on the board.
8. Refusing to hold parent conferences when expected to do so.
9. Leaving school before school was over without permission.
10. Refusing to follow the schedule that the Principal gave them and changing the schedule to what they wanted to do and followed that schedule.

These teachers were not adhering to the high standards of our school so they were terminated. It was necessary to do so to keep the integrity of our school.

In 2007, we had a high turnover due to the fact that in May 2007, 7 teachers signed contracts to return to work in August and when August 14, 2007 came the teachers did not come to work. They resigned at that time. This of course is illegal in New Jersey because you must give 60 days written notice in order to resign. This never happened before and never happened since that time.

These teachers resigned for the following reasons:

1. Several teachers got a teaching position in a town where they could leave at 3:00 PM (3 teachers).
2. Two teachers took a job closer to their home, where they could also leave at 3:00 PM
3. One teacher took a job where her girlfriend was teaching.
4. One teacher took a job where she could start after 8:30 AM and teach less subjects.
14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size		
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
<b>Total</b>	_____	%

## PART III - SUMMARY

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The Mission of The Gray Charter School is to provide its diverse student body the best possible education by focusing on the fundamental academic disciplines in an atmosphere that affirms academic achievement, and in doing so to offer the community true choice in public education. In kindergarten through eighth grade, a solid foundation must be built for a lifetime of learning.

The students of The Gray Charter School are urban minority African American, economically disadvantaged children who consistently demonstrated excellence in both language arts literacy and mathematics in all grades on New Jersey's annual tests. Several students this year will be participating in the John Hopkins Center for Talented Youth and the eighth graders have been accepted and attend some of the most prestigious high schools in America.

The Gray Charter School opened on September 5, 2000. A lottery system was used to randomly select 193 students for grades K, 1, 2,3,4,6, and 7. The following year grade 4 moved up to fifth and grade 7 moved up to grade 8, thus the school became K-8. Many visitors come to visit the school and they are greatly impressed at the calm, quiet and orderliness of the school as well as the children dressed in their burgundy and gray uniforms. They constantly remark about the cleanliness of the school and the respect and optimism that they see throughout the building. This is demonstrated in the way people speak to and treat each other, in the joy on staff members and children's faces, as well as positive attitudes in just being in a school which has a great learning environment, in meeting the needs of all children as well as a very nice place to be.

Our morning assembly meets at the opening of school at 7:30 AM. All students come in to the multi-purpose room where many things are discussed and stressed by the Principal. Typical topics such as, character education, life skills, career education, striving for excellence every day, showing courtesy to all, the value of working hard, celebrating of students accomplishments, and helping others by volunteering ones time for the betterment of others. All students in grades K-8 are involved in community service.

The school day is longer than a traditional public school. School starts at 7: 30 AM to 4:30 PM. The school year is also longer, going 193 days. All of this additional instructional time helps the students perform at higher levels. Our extended school day until 4:30 PM offers our struggling students help in math, reading and language arts in the after school tutorial program and enrichment activities for other students including the Junior Beta Club, Suzuki Violin and Music Club.

Through partnerships with community groups and New Jersey Universities our students education is enhanced. New Jersey Performing Arts Center's ten year partnership with the school provided modern, jazz and tap dance for the students. The school's partnerships with Rutgers, Seton Hall and Montclair University provide the school with quality teachers. United Medicine and Dentistry of New Jersey (UMDNJ) teaches the students the value of a college education and the value of not having children out of wedlock through the Young Fathers and Mothers Program. New Jersey Institute of Technology (NJIT) teaches the staff advanced computer skills which they impart to their students. In addition, once a week the 6<sup>th</sup> and 7<sup>th</sup> grade teachers attend a Math class at NJIT.

The Gray Charter School has been honored over the years for our student achievement. We have appeared on television on News12 Spotlight New Jersey twice and three times in The Star Ledger. Miss Verna Gray, the founder, Executive Director, and Principal has been our strong leader since the inception of our school.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The Gray Charter School has made its Annual Yearly Progress every year since the school's inception.

The Stanford Achievement Test, 9<sup>th</sup> Edition (SAT-9) is administered annually in grades K-8. The results indicate high student achievement of the school's students.

The state assessment system includes testing in language arts literacy and mathematics for grades 3-8 and grade 11 and science in grades 4 and 8 using the state-developed New Jersey Assessment of Skills and Knowledge (NJASK) instruments. It should be noted, however, that statewide testing of language arts literacy and mathematics did not begin in grades 5,6, and 7 until 2007. In the statewide assessment system, students' raw scores are converted into scaled scores and are distributed across a scale that ranges from 100-300. In this range, students with scores that are less than 200 are categorized as *partially proficient*; those with scores between 200 and 249 are categorized as *proficient*; and those with scores 250 and above are categorized as *advanced proficient*.

As the data in the attached tables clearly demonstrate, the students in the Gray Charter School, almost all of whom are low SES (economically disadvantaged), African American children, have consistently demonstrated excellence in both language arts literacy and mathematics in all grades over the 5-year span between 2005-2009 as evidenced by mean scaled scores above the 200 threshold. The scores in mathematics have consistently been higher than 200, especially in the lower elementary grades. Moreover, these students have also compiled an impressive record of proficiency as demonstrated by the high percentages of students achieving *proficiency* and *advanced proficiency* status. It should be noted, however, that the New Jersey Department of Education (NJDOE) raised the standards for student achievement (proficiency) in both language arts literacy and mathematics for the NJ ASK 5-8 for the Spring 2008 testing and the NJASK 3-3 for the Spring 2009 testing. Thus, readers are cautioned that the decreases in the percentages of students achieving proficiency that are noted in these years and grades are due to these change in the standards for proficiency as established by NJDOE and should not be confused with precipitous drops in student achievement.

Information about the state assessment system may be found at <http://www.state.nj.us/education/schools/achievement/index.html> Gray Charter School's results may be found at: <http://education.state.nj.us/rc/rc09/rcoptions.php?c=80;d=6665;s=930;lt=G;st=T>

In 2007, 2008, 2009, The Gray Charter School had one 7<sup>th</sup> grade class. After the first set of test scores in 2007 were low, the 7<sup>th</sup> grade teacher had an additional teacher to teach subjects in order for the head teacher to concentrate on Mathematics. Staff development in Mathematics was also given to this teacher and she was to teach two periods of Mathematics daily.

In 2008, the NJASK 7<sup>th</sup> grade test scores were again low so that in September 2008 the teacher was required to attend an after school elementary school weekly math class at NJIT for the entire school year. Both 8<sup>th</sup> grade teachers went as well. August of 2009, the 7<sup>th</sup> grade NJASK Math test scores were 47.1% proficient, which is lower than the two previous years of 2008 and 2007. Upon investigation, the NJIT College Professor informed our school that the 7<sup>th</sup> grade teacher did not pay attention in the class and refused to cooperate when lessons were being taught (not watching what was being written on the board, not taking notes, daydreaming, etc). They described her as just a body in the room.

The Secretary of Education, Mr. Arne Duncan and President Obama have stated after 3 years of teachers failing our children they should be terminated. This 7<sup>th</sup> grade teacher had failed her students for three years and had rejected all of the Principal's efforts to help her succeed as an educator; therefore she was terminated prior to this school year's beginning.

On the other hand, the two 8<sup>th</sup> grade teachers who also went to the after school elementary mathematics class, met success with their students scoring 91.6% proficient in Math which is up tremendously from the 2008 NJASK test score of 36%.

## **2. Using Assessment Results:**

Student achievement is assessed throughout the school year at the school. A certified teacher and a teacher assistant are assigned to the classrooms. This allows the teachers to assess student progress daily. At grade level meetings the assessment data is reviewed and discussed. The curriculum is also reviewed at these meetings to assure the alignment of our curriculum with the New Jersey Core Curriculum Content Standards (NJCCCS).

Assessment at the school includes teacher's evaluation of student progress based on written class work, oral contributions, homework, and teacher made tests, chapter and unit tests, as well as quizzes. Another assessment tool that is used is the test item bank. The Test Item Bank is a development of objectives or collection of test items that reflect the prescribed content of the curriculum. It is used by the teachers and it becomes a way of providing knowledge to the teachers as to whether the students are mastering the objectives of the curriculum or not, prior to taking the nationally standardized assessment test. Students who do not master the objectives of the curriculum will be given small group math, reading, as well as language art instruction, individualized tutoring during the school day, and after school tutoring in the daily tutorial program. Assessment confirms student progress, identifies areas of high and low achievement and improves the accountability of the school.

## **3. Communicating Assessment Results:**

At one of The Gray Charter School's semi-annual full body parent meetings, the Principal provides a report and a written explanation of student scores on both the NJASK and the SAT-9. In addition, at our weekly parent academy meetings the test scores are reported and discussed in detail. At parent-teacher conferences there is reporting of student achievement. Also weekly progress reports sent to parents gives an in-depth report of student achievement for that week. Teachers post messages to parents in the student's homework books nightly and/or weekly. Reporting student progress to the community is done through our Annual Report which is sent out to our partner organizations. Students receive immediate assessment feedback from their teachers.

## **4. Sharing Success:**

The Gray Charter School is an outstanding learning institution with high standards but achievable goals. We believe in an uncommon school devoid of the negative thoughts that children cannot master certain skills. We believe that committed and dedicated teachers can make every child an achiever, molding them for the future by making today different. Sharing our success with other schools is part of our mission. Several educators have visited our school and as a result they ask for help from us for their school. In the past, the Principal, Miss Verna Gray has helped two schools directly. One of the schools had been placed on probation by the NJDOE. After 6 months of Miss Gray's help, this school was taken off probation and placed on a satisfactory rating. Many schools ask constantly for her help. Since this is not physically possible, the Principal has written a book *How To Run a Successful Public School In America*. This book will be out in March 2010. It gives detailed step by step instructions to Principals, Vice Principals, Supervisors, Teachers and parents on what to do to make their school as successful as this school. This book explains all the programs and

techniques that The Gray Charter School uses to foster high achievement. The Principal, Miss Gray, has been interviewed on several radio and television shows about her recent book. On some of the shows educators and parents called into the show to ask questions about the school as well as problems their schools were having and how to solve them. The most recent television interview was February 13, 2010 and radio interview was on February 19, 2010. She will continue to do these radio and television interviews in the future to help as many schools across America as possible. In the future she will be hosting webinars and workshops for principals, teachers and parents.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

To interest a child in learning, you must raise their confidence level, set high expectations, discipline them, and teach them a vigorous curriculum with reading, writing, and mathematics being the basis. The Gray Charter School does just that with its comprehensive and challenging curriculum. It enables students to be accepted into prestigious high schools and colleges, to be prepared for the work environment and to become productive citizens of America.

**Language arts:** The program focuses on grammar, development of writing, building a strong vocabulary, public speaking, listening, and spelling. Children in all grades write daily. Their writing includes letters, compositions, poems, short stories, research papers, and creative writing. Children give oral book reports to their class monthly. Children also recite poems and perform dramatic presentations to their class.

**Mathematics:**

Children learn essential skills through the use of manipulatives, drills, problem solving, and real world applications. In addition, grades K-3 also learn math through music (singing songs with math concepts and skills). Grade 7 learns general math and pre-algebra, 8<sup>th</sup> graders learn general math and Algebra I.

**Science:**

Children learn to be curious. The science program is based on students questioning, doing experiments to learn the answers, as well as testing and proving a hypothesis. The three areas covered are Life, Physical and Earth sciences.

**Social Studies:**

Students learn the social makeup of our society and how it relates to their locale, the world, and to society. Students are taught these ideas and concepts through civics (7<sup>th</sup> grade does a mock trial for law day), geography, US, World, and New Jersey history. These concepts that they have learned have helped them to become self-disciplined, good citizens, giving community services and other activities.

**World Language:**

French is taught in grades Kindergarten through eighth grade. In grades 5-8, the program is accelerated by using the media center language laboratory. The program focuses on language, reading, comprehension, speaking, and writing.

**Cross-Content Workplace Readiness:**

Students develop career planning and workplace skills. Children learn about different careers through career days, watching movies, discussing them in class, interviewing their parents and other relatives that have different careers, internet research, and reading books about different careers.

**Technology:**

Children receive computer instruction in their classroom. There are programs to enhance their reading, math, language arts as well as science and social studies. In the media center/library there are 21 laptops where they learn to do research for projects they must present orally. Thus the students are becoming computer literate.

#### Music:

The school has many music programs for our high academic school because research reveals that children with music training develop a far better memory and vocabulary than children without such training. The music programs that the students are involved in that promote high student achievement are as follows: grades K-8 learn how to play the violin through the Suzuki Violin Method. The violin, as other musical instruments for study, has many advantages such as:

1. Reading music is just like reading words – from left to right
2. Memory abilities are developed through playing of all music from memory.
3. Concentration and perseverance are required and developed.

Grades 3-8 learn to read music by playing the recorder. Grades K-8 have general music classes including learning the proper way to sing. There is a 3<sup>rd</sup>-4<sup>th</sup> grade chorus as well as a 5<sup>th</sup>-6<sup>th</sup> grade chorus. The hand-bell choir is made up of 7<sup>th</sup> and 8<sup>th</sup> grade students.

#### Physical Education:

All children participate in Physical Education and health instruction. The children learn to exercise and play games. In health, children learn to eat a proper diet to stay healthy, basic structure of the human body, and disease prevention concepts.

#### 2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The reading program is heavily based in phonics. There is a very strong emphasis on phonics and phonics dictation. Every child learns the phonics rules to reading. In kindergarten through second grade the students learn how to read through music. The school uses a music program entitled Sing, Spell, Read, and Write. This program was chosen for 2 reasons: one, when our principal was a teacher, she used this program and achieved outstanding results. Her urban kindergarten class went from non-readers to reading and comprehending on a 2<sup>nd</sup> grade level by June of each school year. Their vocabulary was on a third grade level. The second reason for this program was it is a multisensory and phonics based program that supports all five components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Grades 5-8 use the Marva Collins Phonics Wall Cards Program as well as the Marva Collins approach to reading. This program was chosen because it emphasizes reading strategies such as inferences, cause and effect, main idea, supporting details, comprehension, fluency, phonics, vocabulary building for grades 4-6, vocabulary for the High School Bound Student, grades 7 and 8 vocabulary for the College Bound Student. Emphasis is also placed on reading as many books a month as possible. Our children are taught using non-fiction, biographies, auto-biographies as well as the classics. Children learn many life lessons by reading the classics, such as morals, determination, endurance, strength, character, and leadership. Our students also read two non-fiction books every month and give two book reports a month. All children, K-8, must do book reports on the books that they read on their own. Students have 30 minutes every day to read silently at D.E.A.R. (Drop Everything And Read) time.

### **3. Additional Curriculum Area:**

Visual and Performing Arts (music, dance, musical instruments, performing) are essential skills that are based on our mission because they provide our diverse student body the best possible education by focusing on the fundamental academic disciplines which would give every child a solid foundation for lifetime learning and achieving. This program enhances every academic discipline therefore reaching every child and making them an achiever.

Dance – Through dance children learn math skills – geometry for example. Tap dance – children are taught spatial designs, how to dance demonstrating shapes and angles.

Reading and History – Children research the history of tap dance and people who made it famous.

Language Arts – After researching, they write compositions about their knowledge gained and give oral presentations about it. Vocabulary is also taught,

Physical Education – Dance movement and exercising the body are taught.

Science – Through dance children are taught the muscle groups of the body, the upper body muscles, the middle body muscles, and the lower body muscles. They are taught how these muscles move during dance in connection to the science of the body.

Violin and Hand Bells -

Children learn the science of playing these instruments such as, resonating sounds and how their speed affects the pitch of the violin strings when played. Hand Bells - their pitch is based on the science of how large or small they are, and how that affects the speed of the sound in the air. All children perform for the Winter Festival, playing musical instruments (violin, hand bells, and recorder); perform skits, dramatic presentations, and the two choirs sing. They perform again for African American History Program and for the 8<sup>th</sup> grade Graduation.

### **4. Instructional Methods:**

The Gray Charter School has high standards but achievable goals. In keeping with our mission, to make the poor student good and the good student superior and every child an achiever, we use a variety of different methods of instruction. We have a teacher and a teacher's assistant in our classes. While the head teacher is teaching whole group instruction, the assistant monitors the students. Differentiated instruction is delivered through small group and one on one instruction in the classroom. All students who need extra help get it through small group instruction in our basic skills pull out program. All students at risk receive extra help in our after school tutorial program as well. A variety of teaching strategies are used to address all of the different learning styles of our students. Since our students have been taught self-discipline, they stay on task all day in the classroom.

### **5. Professional Development:**

Every year our Professional Development Committee develops a plan of professional development for our teachers that address the NJ Core Curriculum Content Standards and meets and aligns with the needs of our school. Several grade level meetings are held to determine the needs of our staff. Then programs activities are chosen. The plan is monitored all school year to see if our goals are being achieved. New teachers are assigned a teacher consultant to help them adhere to the high standards of our school. Experienced teachers also give assistance to new teachers. One of our partner universities, NJIT plays an important role in our staff

development. Professional Improvement Plans (PIPS) are developed by each staff member in June of each year. They are goals to be met in the next upcoming school year. All professional development activities are chosen to enhance our school's academic program and to support our school's mission to provide its diverse student body the best possible education by focusing on the fundamental academic disciplines making every child an achiever while developing a supportive foundation and building lifetime learners.

## **6. School Leadership:**

Good management practices contribute mightily to a well-run school. The Principal of The Gray Charter School sets and maintains high standards and she helps others in our school to do likewise. These characteristics of our Principal enable our school to be an effective and productive elementary school.

At The Gray Charter School, the Principal used 3 different leadership styles to improve student achievement and to ensure student success.

**Directive leadership** – She lets the staff know what they are expected to do and when they are to do it. She gives specific guidance; she asks the staff to follow the rules, policies, and procedures as well as schedules and coordinates the work. Example: Our Principal hires an experienced consultant to work with new teachers to teach them the methods of our school and to exhibit high expectations for our students. The Principal tells the consultant what to do to help the new teachers, coordinates a schedule for work to be done and tells him what she expects of him to do.

**Partnership leadership** – The Principal takes some staff members opinions and suggestions into account when making decisions. The Principal has the final say. Example: The Principal asks teachers to research new teaching strategies or techniques being used in other schools. After the Principal reads their research papers she determines which ones the teachers can tell other teachers about at grade level meetings for them to implement in their class.

**Achievement-oriented leadership** – The Principal sets challenging goals, seeks performance improvements, emphasizes excellence in performances and shows confidence that our staff will attain high standards. Example: Every two years the Principal raises the standard of the school. One is, when children do their book reports, they must incorporate reading skills that they learn in class.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: NJASK - 3

Edition/Publication Year: 2004

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	97	98	95	100	97
% Advanced	70	40	23	26	46
Number of students tested	37	40	40	39	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	100	96	100	97
% Advanced	70	39	26	19	52
Number of students tested	27	33	23	26	29
<b>2. African American Students</b>					
% Proficient plus % Advanced	97	97	94	100	97
% Advanced	68	39	25	25	44
Number of students tested	34	31	36	36	34
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:



Subject: Reading Grade: 3 Test: NJ Assessment of Skills and Knowledge  
Edition/Publication Year: 2004 Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	100	90	92	89
% Advanced	24	5	15	0	5
Number of students tested	37	40	40	39	37
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	89	100	91	92	90
% Advanced	22	3	13	0	7
Number of students tested	27	33	23	26	29
<b>2. African American Students</b>					
% Proficient plus % Advanced	91	100	89	92	88
% Advanced	24	3	17	0	6
Number of students tested	34	31	36	36	34
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:

Subject: Mathematics  
Edition/Publication Year: 2004

Grade: 4                      Test: NJASK - 4  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	74	97	77	80	94
% Advanced	15	53	21	10	47
Number of students tested	39	32	39	39	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	71	100	77	76	95
% Advanced	13	52	23	12	35
Number of students tested	31	21	22	25	20
<b>2. African American Students</b>					
% Proficient plus % Advanced	71	97	77	76	93
% Advanced	10	52	21	9	47
Number of students tested	31	29	34	34	30
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:

Subject: Reading  
Edition/Publication Year: 2004

Grade: 4                      Test: NJASK-4  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	49	97	80	72	94
% Advanced	0	3	3	0	29
Number of students tested	39	32	39	39	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	48	100	73	72	90
% Advanced	0	0	0	0	5
Number of students tested	31	21	22	25	20
<b>2. African American Students</b>					
% Proficient plus % Advanced	39	97	79	68	97
% Advanced	0	3	3	0	3
Number of students tested	31	29	34	34	30
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0	0	0	0
% Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0

Notes:

Subject: Mathematics

Grade: 5

Test: NJASK - 5

Edition/Publication Year: 2004

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	95	67	83		
% Advanced	23	9	10		
Number of students tested	22	33	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	100	71			
% Advanced	29	7			
Number of students tested	14	14			
<b>2. African American Students</b>					
% Proficient plus % Advanced	95	74			
% Advanced	26	7			
Number of students tested	19	27			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested					
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			

Notes:

There was no subgroup data for test year 2006-2007. There is no test data for Grade 5 for the test years 2004-2005 and 2005-2006.

Subject: Reading  
Edition/Publication Year: 2004

Grade: 5  
Publisher: Educational Testing Services

Test: NJASK 5

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	68	46	79		
% Advanced	0	0	3		
Number of students tested	22	33	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	64	21			
% Advanced	0	0			
Number of students tested	14	14			
<b>2. African American Students</b>					
% Proficient plus % Advanced	79	48			
% Advanced	0	0			
Number of students tested	19	27			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			

Notes:

There was no subgroup info available for test year 2006-2007. There is no test data for 2004-2005 or 2005-2006

Subject: Mathematics

Grade: 6

Test: NJ ASK - 6

Edition/Publication Year: 2004

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	78	89		
% Advanced	7	4	0		
Number of students tested	30	23	35		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	74	85			
% Advanced	9	0			
Number of students tested	23	13			
<b>2. African American Students</b>					
% Proficient plus % Advanced	68	80			
% Advanced	8	5			
Number of students tested	25	20			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			

Notes:

There was no subgroup data available for the test years 2006-2007. There is no test data for testing years 2004-2005 and 2005-2006.

Subject: Reading

Grade: 6

Test: NJSK - 6

Edition/Publication Year: 2004

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	44	74		
% Advanced	0	0	11		
Number of students tested	30	23	35		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	65	54			
% Advanced	0	0			
Number of students tested	23	13			
<b>2. African American Students</b>					
% Proficient plus % Advanced	68	40			
% Advanced	0	0			
Number of students tested	25	20			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			

Notes:

There was no data for subgroups in test year 2006-2007. There was no test administered to Grade 6 in test years 2004-2005 and 2005-2006

Subject: Mathematics

Grade: 7

Test: NJ ASK - 7

Edition/Publication Year: 2004

Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	47	48	52		
% Advanced	0	4	0		
Number of students tested	17	27	27		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	0	53			
% Advanced	0	6			
Number of students tested	0	17			
<b>2. African American Students</b>					
% Proficient plus % Advanced	43	45			
% Advanced	0	0			
Number of students tested	14	20			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			

Notes:

There was no subgroup data available for 2006-2007. There is no test data available for test years 2004-2005 and 2005-2006



Subject: Reading  
Edition/Publication Year: 2004

Grade: 7  
Publisher: Educational Testing Services

Test: NJASK - 7

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	71	63	100		
% Advanced	0	11	0		
Number of students tested	17	27	27		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	0	0	0		
Percent of students alternatively assessed	0	0	0		
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	0	65			
% Advanced	0	12			
Number of students tested	0	17			
<b>2. African American Students</b>					
% Proficient plus % Advanced	71	65			
% Advanced	0	10			
Number of students tested	14	20			
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0			
% Advanced	0	0			
Number of students tested	0	0			

Notes:

There was no subgroup for test year 2006-2007. There was no testing of Grade 7 in the years 2005-2006 and 2004-2005.

Subject: Mathematics  
Edition/Publication Year: 2004

Grade: 8 Test: NJ ASK - 8  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	92	36	25	22	64
% Advanced	21	0	0	0	64
Number of students tested	24	25	12	9	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	0	31			
% Advanced	0	0			
Number of students tested	0	16			
<b>2. African American Students</b>					
% Proficient plus % Advanced	95	33	27		
% Advanced	20	0	0		
Number of students tested	20	21	11		
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0	0		
% Advanced	0	0	0		
Number of students tested	0	0	0		
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0	0		
% Advanced	0	0	0		
Number of students tested	0	0	0		
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0	0		
% Advanced	0	0	0		
Number of students tested	0	0	0		

Notes:

There was no subgroup data for test years 2004-2005 and 2005-2006

Subject: Reading  
Edition/Publication Year: 2004

Grade: 8                      Test: NJASK - 8  
Publisher: Educational Testing Services

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	88	42	33	79
% Advanced	4	4	0	0	0
Number of students tested	24	25	12	9	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students</b>					
% Proficient plus % Advanced	0	88			
% Advanced	0	6			
Number of students tested	0	16			
<b>2. African American Students</b>					
% Proficient plus % Advanced	85	91	46		
% Advanced	5	5	0		
Number of students tested	20	21	11		
<b>3. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
% Proficient plus % Advanced	0	0	0		
% Advanced	0	0	0		
Number of students tested	0	0	0		
<b>5. Limited English Proficient Students</b>					
% Proficient plus % Advanced	0	0	0		
% Advanced	0	0	0		
Number of students tested	0	0	0		
<b>6. Largest Other Subgroup</b>					
% Proficient plus % Advanced	0	0	0		
% Advanced	0	0	0		
Number of students tested					

Notes:

There was no subgroup data for the test years 2004-2005 and 2005-2006.